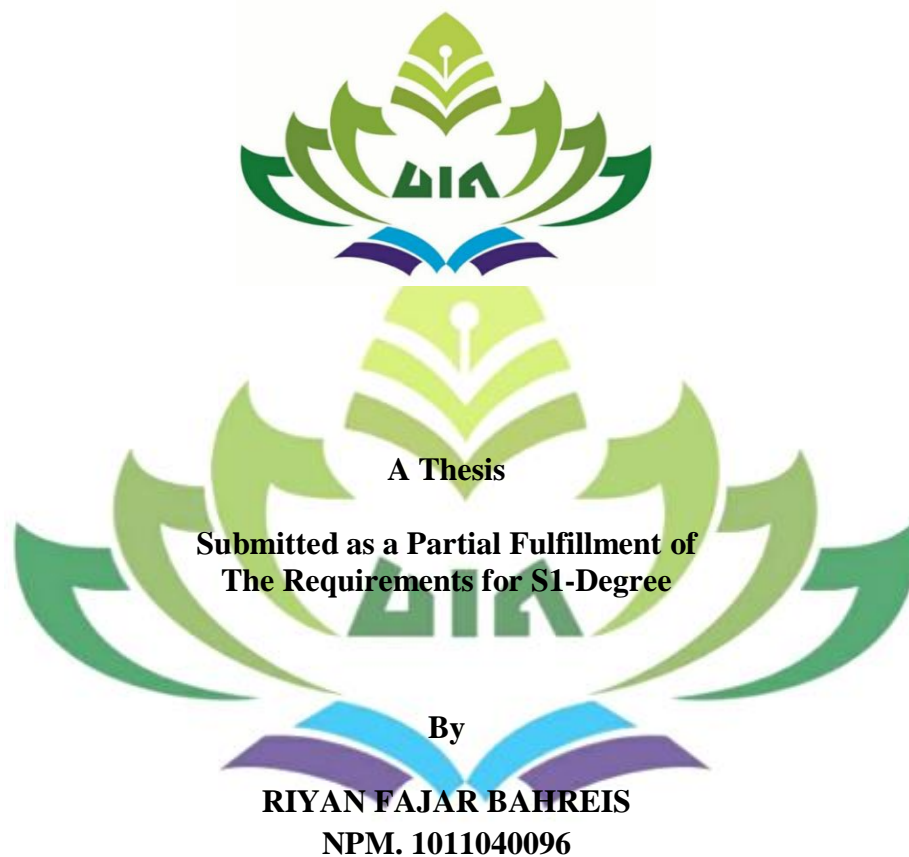


**ANALYSIS OF THE STUDENTS' ERRORS ON USING PAST TENSE IN
WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF SECOND
YEAR STUDENTS' AT SMK YADIKA NATAR SOUTH LAMPUNG IN
THE ACADEMIC YEAR OF 2018/2019**



A Thesis
Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By
RIYAN FAJAR BAHREIS
NPM. 1011040096

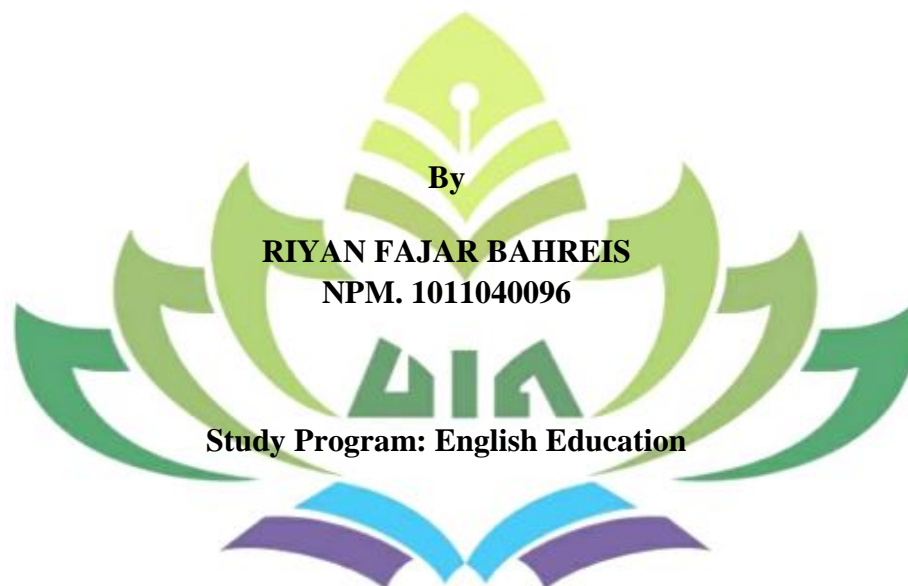
Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019

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Advisor : Meisuri, M.Pd

Co-Advisor : Yulan Puspita Rini, M.A

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

ANALYSIS OF THE STUDENTS' ERRORS ON USING PAST TENSE IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF SECOND YEAR STUDENTS' AT SMK YADIKA NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

BY

Riyan Fajar Bahreisy

The purposes of this research were to find out the students' error by using surface strategy taxonomy that consisted of omission, addition, misformation, and misordering. The students of SMK Yadika Natar South Lampung are supposed to be able to use simple past tense. However, most of students still faced difficulties to understand and to use them appropriately in writing recount text. Therefore, this research was intended to analyze the student error based on surface strategy taxonomy in writing recount text by using simple past tense.

This research was conducted based on descriptive qualitative analysis. This research is conducted toward the second semester of the second year students of SMK Yadika Natar South Lampung consisting 36 students. The data was taken from the students' writing task. The data were collected and copied. After that, they were identified, analyzed and classified them into types or errors based on surface strategy taxonomy.

The result of the research mentioned that there are three kind of errors that appear in students' writing based on surface strategy taxonomy, namely omission, addition, and misformation. Furthermore, the whole errors from students' writing had 217 items that consisted omission (70 items), addition (52 items), and misformation (95 items). Furthermore, it is known that the highest frequency of errors based on surface strategy taxonomy is misformation errors with 43.78%, followed by omission errors with 32.26%, and the last is addition errors with 23.96%.

Keyword : error analysis, recount text, simple past tense.

DECLARATION

I hereby declare this thesis entitled “*Analysis of the students’ errors on using past tense in writing recount text at the second semester of second year students’ at smk yadika natar south lampung in the academic year of 2018/2019*” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledgement in the next.

Bandar Lampung, August 2019

Declared by,

Riyan Fajar Bahreisy

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A thesis entitled: **ANALYSIS OF THE STUDENTS' ERRORS ON USING PAST TENSE IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF SECOND YEAR STUDENTS' AT SMK YADIKA NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, By: **RIYAN FAJAR BAHREIS, NPM: 1011040096**, Study Program: **English Education**, was tested and defended in the examination held on: **Thursday, September 12th 2019**.

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MOTTO

بِأَنْفُسِهِمْ مَا يُغَيِّرُوا حَتَّىٰ يَقُومَ مَا يُغَيِّرُ لَا إِلَهَ إِلَّا ٱللَّهُ

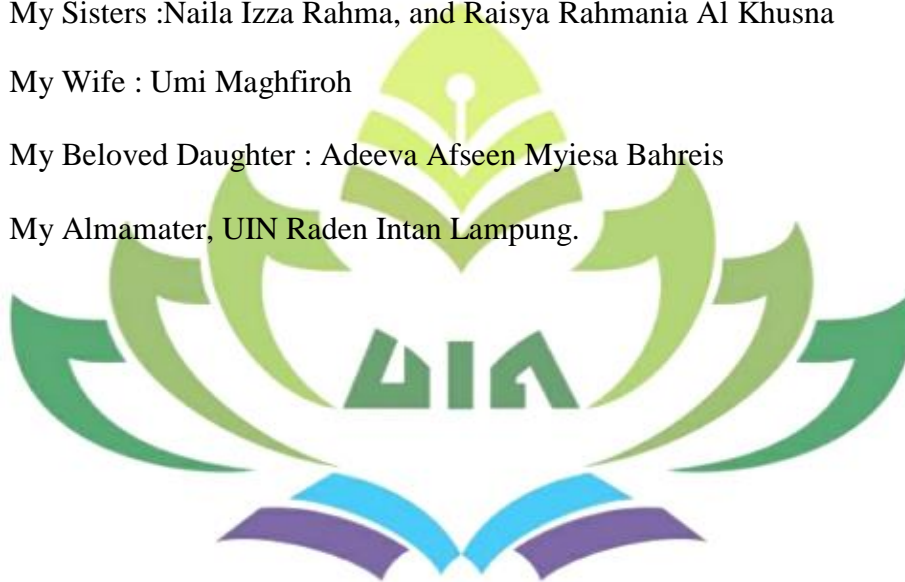
”Verily never will Allah change the condition of a people until they change what is in themselves.”(QS. Ar-Ra’d/13:11)



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents; Mr. Haryoko Syaefudin. Alm and Mrs. Siti Aminah and Mr. Toyib and Mrs. Siti who always prayed and supported for my success and advise me wisely.
2. My brothers : M. Noval Muzakki and M. Aqil Assidqi
My Sisters : Naila Izza Rahma, and Raisya Rahmania Al Khusna
3. My Wife : Umi Maghfiroh
4. My Beloved Daughter : Adeeva Afseen Myiesa Bahreis
5. My Almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Riyan Fajar Bahreis. He was born in Madiun, East Java on June 2, 1992. He is first child from Mr. Haryoko Syaefudin (Alm) and Mrs. Siti Aminah. He has a wife and beautiful daughter. Her name is Umi Maghfiroh and Adeeva Afsheen Myiesa Bahreis. Furthermore, he also has two brothers; M. Noval Muzakki, M. Aqil Assidqi and two sisters; Naila Iza Rahma, Raisya Rahmaniana Al Khusna.

The writer started his formal study in elementary school of SDN 3 Kaliawi. and graduated in 2004. After finishing his study at elementary school, he continued to Islamic boarding school of Raudlatul Qur'an Metro and finished in 2010. In addition, he continued his study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



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Bismillahirrohmanirrohim,

Alhamdulillahirobbil'alamin.

Praise be to Allah SWT., the Almighty God, the most merciful, and the most beneficent, for His blessing so that the writer can finish the thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. The thesis entitled “Analysis of the students’ errors on using past tense in writing recount text at the second semester of second year students’ at SMK Yadika Natar South Lampung in the academic year of 2018/2019” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, RadenIntan State Islamic University (UIN) Lampung.

When finishing the thesis, the writer has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof Dr. Hj Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN RadenIntan Lampung with all staff, who give the writer opportunity to study until the end of this thesis composition.
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8. All of people who have completed the writer's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correcting comments and critisims for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, August 2019

The writer,

RiyanFajarBahreis

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CHAPTER I

INTRODUCTION

A. Background of Problem

English has become an International language that is used by people in the world. It is spoken by many people from countries such as America, England, Malaysia, Indonesia, and others. There are many advantages when people master English for some purposes such as for transferring knowledge, going abroad, getting a job, and so on. As a foreign language in Indonesia, English becomes one of subjects which has been taught and used in teaching learning process. Talking about English, it is important to know that there are four skills that should be mastered, namely listening, speaking, reading, and writing.

From some skills in English, most people undergo difficulty to master writing skill than other skills. It begins how to generate idea, sentence, until paragraph in a new language. Furthermore, there are some components in writing that should be considered to measure a product: content, grammatical, vocabulary, organization, and mechanical like spelling and pronunciation.¹ Therefore, some students tend to have the same opinion that writing is the most difficult skill to understand. Furthermore, in writing, the students have faced many problems. One of them is in a grammar. Grammar itself has an

¹ Douglas Brown, *principles of language learning and teaching*. New Jersey: Prentice Hall, Inc, 2001, p.335

important role in writing. It is supported by Langan that states “A paper that contains a number of errors in grammar, mechanics, punctuation, or usage will not make a favorable impression on a reader”.² But, many students do errors in writing. Making Errors are natural and unavoidable part of the process of learning English. Many kinds of errors arise when the students do writing because they do not master the English structure well so they get difficulty to compose good and correct writing in English. Therefore, Dulay et.al state that people cannot learn language without the first systematically committing errors.³ It means making error is an inevitable part of learning. According to Dulay et.all that errors are flawed side of learner speech and writing.⁴

Brown states that error is noticeable deviation from the adult grammar or native speaker reflecting the interlanguage competence of the learner.⁵ It tells that errors are important to study in order to understand the process of learning. Then, Dulay et.al. state that studying learners’errors serves two major purposes: (1) It provides data from which inferences about the nature of the language learning process can be made; and (2) It indicates to teachers curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively. Dulay et.al. classified it into

² John Langan, *College Writing Skills with Reading*. New York: The McGraw Hill Companies, 1997, p.86

³ Dulay et.al, *Language two*, New York: Oxford University Press, 1982, p.138

⁴ Ibid, p. 138

⁵ Ibid, p.165

four taxonomies, namely (1) linguistic category taxonomy; (2) surface strategy taxonomy; (3) comparative taxonomy; and (4) communicative affect taxonomy.⁶

From the explanations above, the writer used surface strategy taxonomy as the base for describing the classification of the error, since this taxonomy focuses on aspects on the errors themselves. This category emphasizes on analyzing the ways surface structure are changed. Furthermore, surface strategy taxonomy has four types of error, namely omission, addition, misformation, and misordering which are commonly found in daily use of the English language learners.

In this case, the students face problem in grammar to write recount text. They lacked of grammar aspect in writing. The students' problems in grammar are shown through four indicators. Firstly, they often omitted an item in sentence when they wrote, for example *we at home two weeks ago*. It should be *we were at home two weeks ago*. Secondly, the students often added the presence of an item which had not to appear, such as *she could to climb a tree*. The correct sentence is *she could clim a tree*. Thirdly, they always did wrong structure, such as *I were his friend*. It should be *I was his friend*. The fourthly, they faced problem about how to arrange the sentence well. It means that the students attempted the wrong place in word order, for example, *could he help me*. It should be *he could help me*.

⁶ Dulay et.al. Op.Cit, p.150

To get the data, the writer did preliminary research by interviewing one of the English teachers in SMK Yadika, South Lampung about students' ability in writing. The result of the interview were that there were many students did error in their writing, especially in grammar contexts. One of them was related to past tense. They often omitted an item in sentence, added an unnecessary item, did wrong stucture, and attempted the wrong place in sentence. This can be seen in table 1.

Table 1
The students' score of writing

No	Score	Class		Total	Percentage
		X1	X2		
1	< 70	22	25	47	64%
2	≥ 70	15	11	26	36%
Total		37	36	73	100%

(Source: Data of English Lesson in the Academic Year of 2017/ 2018)

Referring the data above, it can be concluded that many students did error too much in their writing. The writer found that from 73 students, 47 (64%) students still faced difficulties in writing because of lacked of grammar. One of writing types that the students underwent problem was a recount text. It tells about the past experience. According to Nunan states that recount describes a series of events.⁷ Furthermore, Doddy et.all state that the generic structure of recount text is (1) Orientation, it provides the setting and introduces participants; (2) Events, it tells what happened, in what sequence;

⁷ David Nunan.. *Second Language Teaching and Learning*. Boston: Heinla & Heinli Publishers, 1999, p.284

and (3) Re-orientation, it discusses about optional-closure of events.⁸ Because of that, the students should master grammar, especially past tense. Simple past tense is one of tenses used in communication. In mastering simple past tense, the students should know about its definition and its functions. Therefore, the writer conducted the research entitled “ an analysis of the students errors on using past tense in writing recount text at the second semester of second year students at SMK Yadika Natar, South Lampung in the Academic Year of 2018/2019”.

B. Identification of Problem

Based on the background mentioned above, the writer identified some problems as follows :

1. The students did not understand well in mastering grammar, especially in using simple past tense. Problem would come up when the students tried to use them in recount writing because of their knowledge. Therefore, they often did error in their writing;
2. The students still found difficulties in applying past tense in their recount text writing.

⁸ Doddy et.al., *Developing English Competencies for Senior High School Grade X*. Jakarta: Department Pendidikan Nasional, 2008, p.24

C. Limitation of Problem

In this research, the writer focused on analyzing students' error on using simple past in writing recount text based on surface strategy taxonomy which has four types, namely omission, addition, misformation, and misordering.

D. Formulation of Problem

Based on the limitation of problem above, the writer formulated the problem as follows:

1. What are the types of error done by students on using past tense in writing recount text?
2. How is the proportion of errors done by the students on using past tense in writing recount text?

E. Objective of Research

The objectives of this research were stated as follows:

1. To find out the types of error done by students on using past tense in writing recount text
2. To know the proportion of errors done by the students on using past tense in writing recount text

F. Use of Research

It is expected that the findings of this research would be useful for other related parties mentioned as the followings:

1. The students

This research provided opportunity for students to find their error in writing past experiences in English. Besides, the students knew the

difference between error and mistake and find out kinds of error types. Furthermore, it causes students' learning achievement improved so that the students can improve their writing ability.

2. Teachers

It is hoped that the result of this research would be used as one of the bases for the teacher to find out the errors usually made by students. Then, the teacher would be able to predict the errors that probably happen to the students so she/he would be able to overcome the troubles. Besides, it also stimulates the teacher to find out a new approach which is appropriate for teaching English as a subject in school.

3. Other Researcher

The result of this research is hoped that this research will give awareness to other researchers that there are a lot of educational problems. Furthermore, it can give a valuable contribution to other researchers who want to conduct the research in the same area. They are able to use this research as one of additional information for further readings.

G. Scope of Research

1. Object of Research

The object of this research based on the title of the research was students' errors on using past tense in writing recount text.

2. Subject of Research

The subject of the research was the students at the second semester of the second year at SMK Yadika Natar, South Lampung.

3. Place of Research

The research was conducted at SMK Yadika Natar, South Lampung.

4. Time of Research

The research was conducted at the second semester of second year in the academic year 2018/2019 at SMK Yadika Natar, South Lampung.



CHAPTER II

LITERATURE REVIEW

A. The Concept of Error and Mistake

Dulay et.al. state that errors are flawed side of learner speech and writing.⁹ Then, Brown states that error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learner, while mistake refers to a performance error that is either a random guess or “slip”, in that it is a failure to utilize a known system correctly.¹⁰ Furthermore, Dulay et.al adds the distinction between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.¹¹ Fauziati states that errors are systematic, consistent deviance which is characteristic of the learner’s linguistic system at a given stage of learning.¹²

⁹ Dulay. Et.al., *Language Two*, New York, Oxford University Press, 1982, p.138

¹⁰ Douglas Brown, *Principles of Language Learning and Teaching*, New Jersey, Prectice Hall, inc, 1980, p.165

¹¹ Dulay. Et.al., *Op.Cit*, p.139

¹² Endang Fauziati, *Reading on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*, Surakarta, Pustaka Utama, p.139

From definitions above, the writer concludes that error is a competence error while mistake is a performance error. Then, the writer hold the idea proposed by Dulay's perspective.

B. The Concept of Error Analysis

Hummel states that error analysis is an approach to second language acquisition research involving the description and classification of errors to gain insight into the learner's current underlying knowledge of the second language system.¹³ While, Brown states the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to surge of the study of learner's error, called "error analysis".¹⁴ error analysis has to do with investigation of the language of the second learner¹⁵. Dulay et.al. state that error analysis can be characterized as an attempt to account for learner errors.¹⁶

In addition, Fauziati states that error analysis as an approach to the study of second language acquisition in which its primary focus in on learner errors and the evidence of how learners can provide an understanding of the underlying processes of second language learning or second language acquisition.¹⁷ Corder states that error analysis has two functions. The first is a

¹³ Kirsten M. Hummel, *Introducing Second Language Acquisition: Perspectives and Practices*. USA: Wiley Blackwell, 2014, p.65

¹⁴ Douglas brown, *Op.Cit*, p.166

¹⁵ Corder, S.P., *Error Analysis and Interlanguage*, Hongkong: Oxford University, 1981, p.14

¹⁶ Dulay,et.all, *Op.Cit*, p.141

¹⁷ Endang Fauziati, *Reading on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*. Surakarta: Pustaka Utama., 2009, p.154

theoretical one and the second a practical one.¹⁸ The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learners or teacher. In this sense, the learner's errors can give some benefits, they are: (1). Errors tell the teacher how far the learner has progressed in reaching the goals; (2). Errors provide evidence of how language is learned and what strategies the learner is employing; and (3). Errors can be used a feedback to the learners to be learned. According to James, one of the purposes of conducting error analysis is "to identify the principles which should guide effective error correction".¹⁹

Dulay et.al. classify four taxonomies of error analysis into:²⁰

1. **Linguistic Category Taxonomy.** This classification classified errors according to either or both the language component or the particular linguistics constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). While constituents include the elements that comprise each language component
2. **Surface Strategy Taxonomy.** It highlights the ways surface structure will be altered: learners may omit necessary items or *add* unnecessary ones,

¹⁸ Corder, S.P, Op.Cit, p.45

¹⁹ James, Carl, *Errors in Language Learning and Use: Exploring Error Analysis*. London:Longman, 1998, p.235

²⁰ Dulay et.all. Op cit, p.146

they may *misform* items or *misorder* items. In this category, surface strategy consists of four types of errors, namely, omission, addition, misformation, and misordering.

3. Comparative Taxonomy. The classification of errors in a comparative taxonomy is based on comparison between the structure of second language errors and certain other type of constructions. If we use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the learners' errors to that of errors reported for children acquiring English as a first language. These comparison have yielded the two major error categories within this taxonomy: developmental errors and interlanguage errors misordering.
4. Communicative Effect Taxonomy. This type is based on the perspective of their effect on the listener or reader. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Based on this taxonomy, Dulay et.al categorize errors into "Global Error and Local Error".

From the explanation above, the writer concluded that error analysis is one of ways to solve students' problem. In addition, the writer used surface strategy taxonomy to analyze students' error.

C. Concept of Surface Strategy Taxonomy

Dulay et.al. state that a surface strategy taxonomy highlights the ways surface structures will be altered: learners may *omit* necessary items or *add*

unnecessary ones, they may *misform* items or *misorder* items.²¹ Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the students' reconstructions of the new language. It also makes us aware that the student's errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the student's use of interim principle to produce a new language.²² In this category, there four types of error analysis, namely

1. Omission. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance, for example, **I at home last week last week*. It must be *I was at home last week*.
2. Addition. Addition errors are characterized by the presence of an item which must not appear in a well-formed. They are opposite of omission errors, for example, **she did not to come here*. It must be *she did not come here*.
3. Misformation. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in addition error the item supplied is not absolutely needed, in misformation error the learner supplies an item although it is still incorrect, for example, **Dian were at campus yesterday*. It must be *Dian was at campus yesterday*.
4. Misordering. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example, **I do not know what was daddy doing*. It must be *I do not know what daddy was doing*.

²¹ Dulay et.al., Op. Cit, 150

²² Dulay et.al, Op.Cit, 150 - 189

D. Concept of Writing

Writing is one of important skill which language learners need to learn as an essential component not only for their academic practice but also later in their professional life. There are some definitions of experts about writing. Urquhart, et.al. writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.²³ Meanwhile, Grabe and Kaplan says that writing requires composing skills which transform information or transform the language itself. Furthermore, Harris says that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periode of thinking that precede creating an initial draft. Even in the more immediately focused stages of constructing a text (actually writing the words down) writers pause, think, write, pause, think, revise, and so on. Siahaan states that writing is a piece of a written text about a topic in a writer in a context.²⁴

From the definitions above, the writer concluded that writing is how people to express their ideas, imaginations, think and other in a writing. Furthermore, in a writing, there are some steps that should be followed by a writer, namely prewriting, writing, revising, editing, and publishing. Moreover, there are some kinds of writing itself. It consists of narrative, recount, description,

²³ Urquhart, Vicki & Monette McIver, *Teaching Writing in the Content Areas*. United States of America: ASCD, 1950, p.5

²⁴ Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2007, p.215

review, exposition, argumentation and so on. But, in this research, the writer will choose recount to be used as a means of collecting the data.

E. Concept of Recount

Recount text is one of the text genres that the students learn in the class. According to Nunan states that recount describes a series of events. The focus of a recount is on events rather than on character development and plot, as in narrative.²⁵ While, Hartono states that the function of recount text is to retell events for the purpose of informing or entertaining.²⁶ Furthermore, Siswanto, recount is a text that tells someone's past experience in a chronological order.

According to Macken-Horarik state that the generic structure of recount text consists of (1) Orientation, it discusses of providing information about situation; (2) Record of events, it presents events in temporal sequence; and (3) Re-orientation, it is optional stage bringing the events into present. While, Doddy et.al state that the generic structure of recount text is (1) Orientation, it provides the setting and introduces participants; (2) Events, it tells what happened, in what sequence; and (3) Re-orientation, it discusses about optional-closure of events.²⁷ In addition, Hartono (2005:7) states that there

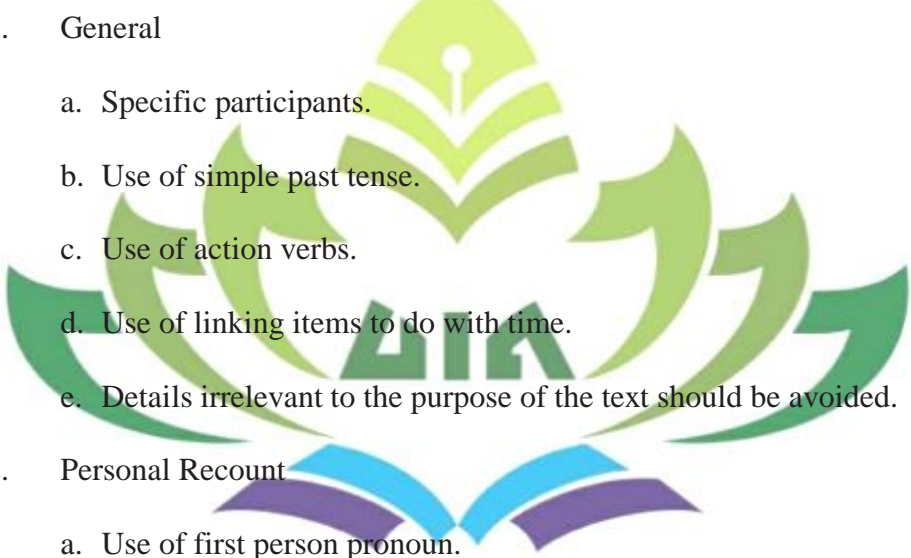
²⁵ Nunan, David, *Second Language Teaching and Learning*. Boston: Heinla & Heinli Publishers, 1999, p.284

²⁶ Rudi Hartono, *Genres of Text*. Semarang. English Departement Faculty of Language and Art Semarang State University, 2005, p.6

²⁷ Doddy et.al. 2008. *Developing English Competencies for Senior High School Grade X*. Jakarta: Department Pendidikan Nasional, 2008, p.24

are three schematic structure of recount text, namely, orientation, events, and reorientation.²⁸

Hartono states that the linguistics features of recount text consists of (1) focus on individual participants, (2) use past tense, (3) focus on a temporal sequence of events, and (4) use of material (or action) clauses. While, according to Derewianka, the significant of lexicogrammatical features are as follows:

- 
1. General
 - a. Specific participants.
 - b. Use of simple past tense.
 - c. Use of action verbs.
 - d. Use of linking items to do with time.
 - e. Details irrelevant to the purpose of the text should be avoided.
 2. Personal Recount
 - a. Use of first person pronoun.
 - b. Personal responses to the events can be included, particularly at the end.
 - c. Details are often chosen to add interest or humor
 3. Factual Recount
 - a. Use of third person pronouns.

²⁸ Rudi Hartono, Op.Cit, p. 7 - 8

- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
 - c. Sometimes the ending describes the outcome of the activity (e.g. in a science experimental).
 - d. Mention of personal feelings is probably not appropriate.
 - e. Details of time, place, and manner may need to be precisely stated (e.g at 2.35 pm, between Johnson St and Park Rd, the man drove at speed of 80 kph).
 - f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes, and long hair, weighing 75 kilos and approximately 189 cm tall).
 - g. The passive voice may be used (e.g the beaker was filled with water).
 - h. It may be appropriate to include explanation and justifications²⁹
4. Imaginative Recount
- a. Usually written in the first person
 - b. It may be appropriate to include personal action

The Schematic Structure of Recount Text

Recount has a schematic structure that defined by

Derewianka in Emi

Emilia:³⁰

The Schematic Structure of a Recount Text

²⁹ Derewianka in Emi Emilia, *Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p.87.

³⁰ *Ibid*, p.14.

Schematic Structure	Functions
Orientation	Orients the readers to the events that follow which introduces character(s) in a setting of time or place (or
Record of Events	Give a sequence of events
Reorientation (and sometimes comments)	Returns the reader to the point of departure (and sometimes the researcher also gives

to the point when they came.

b. The Language Features of Recount Text

The language features of recount texts are:

1. Use of specific participant: *a younger brother, sister, mother, or the researcher him/herself: I, my brother, my mother.*
2. Use of the past tense: *(Last school holiday I decided to spend my vacation)*
3. Use of temporal and additive conjunction to connect the messages of clauses and help make the text cohesive: *After, when, then, before, during, or conjunction such as "first, next, then",³¹*

³¹ *Ibid.*, p.87

4. Personal comments (except for factual recount) (The holiday was cool ...: I was *happy* because I had *a great vacation* in Italy).⁶¹

c. The Example of Recount Text

Below is the example of recount text according to Emi Emilia.³²

Organization	Text
Title	My Holiday
Orientation	Last holiday, I went to Bali with my family. I went to Bali by bus. We started the journey from Bandung

³² *Op.Cit.* Emi Emilia. p.77

Event	<p>In Bali, we stayed in my aunt's bungalow. The bungalow is near the pura. Then, we "Tanah Lot". In Tanah Lot, I touched a snake. At first, I thought the snake was dangerous, but it was not.</p> <p>The next day, I still continued my tour. My family and I went to Sanur Beach. In there we played a canoe. I liked the moment because playing a canoe is very interesting. I also swam in there. After that, my family and I visited the museum which is near the beach. The name of the museum is "Lameyer Museum". I've got a lot of knowledge in there.</p> <p>The next day, my family and I went to Kuta Beach. In the journey to Kuta Beach, I saw the first Bali bom memorial in Kuta Beach. My family and I swam and played sands. We also took a lot of pictures there, and we also saw a sunset moment. It looked so beautiful.</p> <p>The last day in Bali, before we came back to Bandung, we went to Sukowati traditional market. There we bought a lot of souvenirs. The price in Sukowati traditional market was so cheap., and if the price was too high we could bargain. took a recess because we felt so tired. The second day, we went</p>
Re-orientation	<p>After we bought some souvenirs, we came back to Bandung by airplane.</p>

F. Simple Past Tense

1. Concept of Simple Past Tense

Hornby states that simple past tense is to indicate activities or states in the past, without indicating any connection to the present. Furthermore, Azar states that the simple past tense indicates that an activity or situation began and ended at a particular time in the past. In addition, Wishon & Burks state that

the simple past tense is used to report a state or activity which can be described to definite past time.³³ Then, Hopkins states that simple past tense used as follows:³⁴

1. To talk about single past completed actions, for example A few weeks ago a woman called to report a robbery at her house.
2. To give a series of actions in the order that they happened, for example, The burglar came in through the front door, picked up the woman's handbag, emptied it out and stole her purse.
3. To talk about past repeated actions, such as When her son got older he often went out to visit his friends after school.
4. To talk about long-term situations in the past which are no longer true, for example He worked for the police force for over 17 years.

There are some forms of simple past tense. They are (1) *be* as auxiliary verb, for example *was, were*; (2) regular verb, such as *work -worked, study -studied, etc*; (3) irregular verb, for example, *go - went, buy-bought, get-got, etc*. Therefore, the writer will conclude that form of simple past tense consists of affirmative form, negative form, interrogative form, and negative-interrogative forms. While, time signal of simple past tense is yesterday, this

³³ Wishon and Burk., *Let's Write English*. New York. Litton Educational Publishing, 1980, p.195

³⁴ Hopkins, David., *A Teacher's Guide to Classroom Research*. McGraw Hill. New York, 2008, p.53 - 54

morning, last night, the day before yesterday, last week, three days ago, and many years ago.³⁵

The writer concludes that simple past tense is an activity that happened in the past and there is no relation at the present. In this research, the writer indicated that the things include in simple past tense is the use of verbs that consists of irregular verbs and regular verbs, the use of auxiliary verbs such as did, could, might, and the use of time marker, for example yesterday, last night, this morning.³⁶

1. Definition

The *Simple Past* is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add **-ed** to the base form, or **-d** if the verbs ends with **-e**. Irregular verbs can change in many different ways. The verb form is the same for all persons.³⁷ Uchiyama states “The simple past tense usually means that this action ended in the past. Simple past can be used for most past actions; we can use it for actions that happened quickly, actions that happened over time, or actions that were its in the past.”³⁵ The simple

³⁵ Rachmat. *Definition of Tenses*. Available: [http://www.sil.org/linguistics/Glossary Of LinguisticTerms/WhatIsTense.htm](http://www.sil.org/linguistics/Glossary%20Of%20LinguisticTerms/WhatIsTense.htm) 02 January 2012.

³⁶ George E. Wishon Julia M. Burks, *Let's Write English, Revised Edition*, (New Jersey: Litton Educational Publishing, 1980), p.192

³⁷ <http://www.usingenglish.com/glossary/simple-past.html>, 9.45 P.M.

past indicates that an activity or situation *began and ended at a particular time in the past*.³⁸

2. The Formula of Simple Past Tense

a. Verbal Sentence

The Simple Formulation of Simple Past Tense ³⁶

- +) S + VII (past tense)
-) S + Did + not + VI (be)
- ?) Did + S + VI (be)

The simple formulation of simple past tense ³⁹

- +) S+VII (past tense)

Example:

- I *studied* Matrix this morning.
- They *worked* very hard last week.
- She *spoke* to her boyfriend yesterday. • They *ran* last month.
- Bill *arrived* here three days ago.
- I *walked* to school yesterday.
- John *lived* in Paris for ten years, but now he lives in Rome.
- I *bought* a new car three days ago.

a.2 Negative Sentences

The simple formulation of simple past tense ⁴⁰

³⁸ Kent Uchiyama, *English Verb Tenses: An informal but Extensive Reference the good folks who teach them, the idly curious, and the linguistically perplexed*, Article, copyright 2016, kuchiyama@chabotcollege.edu.

³⁹ Kasimini Mien and Siwi Kadarmo, *Pocket Book Grammar*, (Jakarta: C Media, 2016), p. 32.

S + Did + not + V_I (be)

Example:

- I *did not study* Matrix this morning.
- They *did not work* very hard last week.
- She *did not speak* to her boyfriend yesterday.
- They *did not run* last month.
- Bill *did not arrive* here three days ago.
- I *did not walk* to school yesterday.

a.3 Interrogative sentences

The simple formulation of simple past tense³⁹

Did + S + V_I (be)

Example:

- *Did* you study Matrix this morning?
- John *did not live* in Paris for ten years, but now he lives in Rome.
- I *did not buy* a new car three days ago
- *Did* They work very hard last week?
- *Did* She speak to her boyfriend yesterday? • *Did* They run last month?

⁴⁰ Kasimini, *Loc.Cit.* p. 32.

- *Did* Bill arrive here three days ago?
- *Did* I walk to school yesterday?
- *Did* John live in Paris for ten years, but now he lives in Rome?
- *Did* I buy a new car three days ago?

b. Nominal Sentences

The simple Formulation of Simple past tense⁴⁰:

+) S + Be (Was/Ware)

-) S + Be (Was/Ware) + not + V_{bi}

?) To Be (Was/Ware) + S?

b.1 Positive Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.⁴¹

Subject	To Be
I	
He	
She	
It	

You	Were
They	
We	

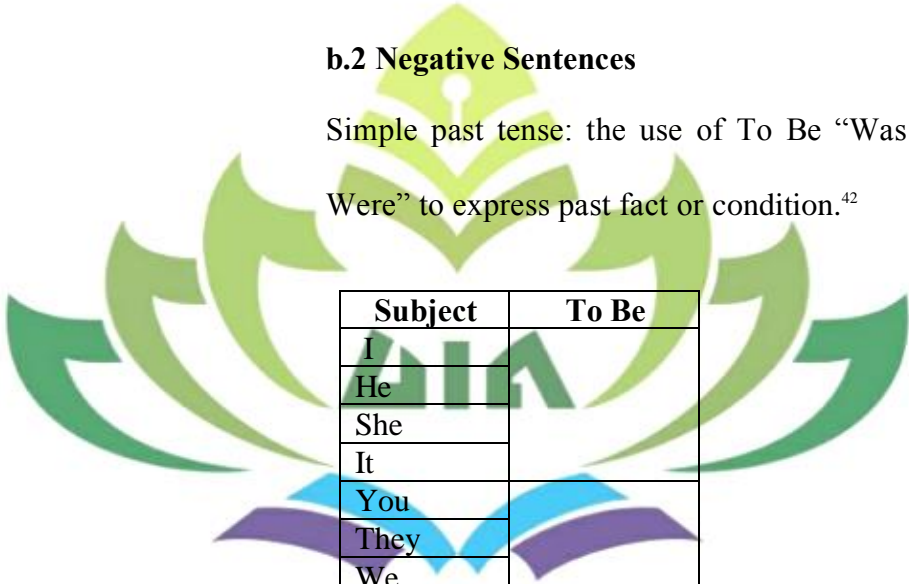
⁴¹ Idham Kholid and Bambang Irfani, *Lets Study English: Starting Point For Learning English More*, (Lampung: 2012, State Institute Of Islamic Studies Raden Intan Lampung), p. 23.

Example:

- I *was* a baby twenty years ago.
 - Last night, she *was* so tired.
 - You *were* so angry yesterday.
 - He *was* at home last week.
- They *were* just bought a new bicycle.
 - We *were* study English two days ago.
 - It *was* hot.

b.2 Negative Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.⁴²



Subject	To Be
I	
He	
She	
It	
You	
They	
We	

Example:

- I *wasnot* a baby twenty years ago.
- Last night, she *wasnot* so tired.
- You *werenot* so angry yesterday.
- He *wasnot* at home last week.
- They *werenot* just bought a new bicycle. • We *werenot* study english two days ago. • It *wasnot* hot.

b.3 Interrogative Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.⁴³

To Be	Subject
	I
	He
	She
	It
	You
	They
	We

	To Be	Subject
		I
		He
		She
		It
		You
		They
		We

Example:

- *Was* I a baby twenty years ago?
- Last night, *was* she so tired?
- Why *Were* you so angry yesterday?
- *Was* he at home last week?
- *Were* they just bought a new bicycle?

1. Time Signals that are Generally Used in Simple Past Tense

According to Frank the past tense indicate definite time terminating in the past, whether a time word is given or not.⁴⁴ Frank add to past tense represent

definite past. Definite past as yesterday, last year, two weeks ago.⁴⁵ Kholid and Irfani states “time signals: yesterday, last night, last week, last month, last year, two days ago, a week ago, three months ago, five years ago, etc.”⁴⁶

Simple past tense adverb of time they are; Last night, two days ago, yesterday, yesterday morning, once upon a time, long time ago, the other day,

just now, formerly, in 1978, the day before yesterday etc. This adverb of time more placed or used in front of or in the end of sentence.

2. Formula of Simple Past Tense

The simple past tense has two forms, namely nominal and verbal form.

The formula of nominal form are:

(+) Subject + Be (Was, Were) + Complement

(-) Subject + Be (Was, Were) + not + Complement

(?) Be (Was, Were) + Subject + Complement

Example :

(+) She was at home last night

(-) She was not at home last night

(?) Was she at home last night

The formula of verbal form are:

(+) Subject + V2 + Object

(-) Subject + Did + not + VI + Object

(?) Did + Subject + VI + Object

Exampel :

(+) Rio **studied** English two weeks ago

(-) Rio did not study English two weeks ago

(?) Did Rion study English two weeks ago

3. Time Signals that are Generally Used in Simple Past Tense

According to Frank the past tense indicate definite time terminating in the past, whether a time word is given or not.⁴⁴ Frank add to past tense represent definite past. Definite past as yesterday, last year, two weeks ago.⁴⁵ Kholid and Irfani states “time signals: yesterday, last night, last week, last month, last year, two days ago, a week ago, three months ago, five years ago, etc.”⁴⁶ Simple past tense adverb of time they are; Last night, two days ago, yesterday, yesterday morning, once upon a time, long time ago, the other day, just now, formerly, in 1978, the day before yesterday etc. This adverb of time more placed or used in front of or in the end of sentence.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used descriptive qualitative research. It means that the writer described and analyzed the students' error in using simple past tense in writing recount text. The writer saw the errors made by the students, identified, and also classified them based on surface strategy taxonomy which consisted of four types, namely omission (OM), addition (AD), misinformation (MF), and misordering (MO).

B. Research Subject

McMillan and Sally state that population is a group of elements or cases, whether individuals, object, or events, that conform to specific criteria and to which we intend to generalize the result of the research.⁴² The writer took second year of SMK Yadika Natar, South Lampung as the population in this research. The population consisted of four classes. It was drawn in table 2.

⁴² James H. McMillan and Sally Schumacher, *Research in Education*, Wesley Longman Inc, New York, 2001, p.169

Table 2.
The Number of the Students at SMK Yadika Natar, South Lampung

No	Class	Number of the Students		Total
		Male	Female	
1	X1	15	22	37
2	X2	14	22	36
3	X3	11	23	34
4	X4	16	22	38
Total				145

(Source: SMK Yadika, South Lampung)

C. Sample and Sampling technique

Arikunto states that sample is a small group that is observed and population is defined as all members of any well defined class of people, events or object. Furthermore, McMillan states that the sample can be selected from a large number group of persons, identified as the population, or it can simply refer to the group of subjects from whom data are collected.⁴³

Therefore, in this research the writer chose class X2 as a sample because most of them had some problems in using past tense in their writing. While, to collect the data, the writer used purposive sampling because the population is in group and homogenous.

D. Instrument

⁴³ James H. McMillan and Sally Schumacher, Op.Cit, P.169

In collecting the data, the writer used students' essay as an instrument. The writer asked them to write an essay in recount form by their own words at least 100 words on the topic of their experience. After that, the data was analyzed by using surface strategy taxonomy that consisted of omission, addition, misformation, and misordering.

E. Research Procedures

In conducting the research, the writer did research procedures as follows:

1. Select the subject of the research. The subject of the research from the second year students of SMK Yadika Natar, South Lampung as a source of data.
2. Formulate the research problems or questions. Here, the focus is on analyzing students' errors especially in using simple past tense in writing recount text.
3. Collect the data. The writer collected the students' assignment sheet from the subject and used it as the main data.
4. Analyze the data. The writer analyzed the data by doing three steps as follows:
 - a. Identifying the students' errors by underlining the errors items.

To find out the error, each of subjects' recount writing was read. Then, used codes (i.e. numerical number and underlie mark). The errors were determined when the students omitted necessary items, added unnecessary one, misformed items, or misordered them. After

coding the error item by underlie and certain numerical numbers.

The codes that was used be were as follows:

1. (1) stands for omission errors
 2. (2) stands for addition errors
 3. (3) stands for misinformation errors
 4. (4) stands for misordering errors
- b. Classifying the errors based on the Surface Strategy Taxonomy.

After identifying and dividing the data, the writer classified the error based on surface strategy taxonomy. Then, the errors committed by the students were put into the table.

- c. Calculating the percentage

After classifying the data, the writer calculated the percentage of each error. To get the percentage of each type, the following formula was used. The formula is (Sudjiono, 2008:43):

$$S = \frac{R}{N} \times SM$$

Where:

- S : The Presentation of Errors
R : The Total Number of Errors
N : The Total Number of Students' Writing
SM : Standard Mark (%)

5. Making conclusion. The writer made conclusion of the result in doing research.

6. Reporting the result of the research. The writer reported the result of the research in the form of a thesis.



CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The objective of the research is to gain a description of errors in terms of their types and proportions that consisted of frequency and percentage of simple past tense in students' recount text based on surface strategy taxonomy. As previously informed that there are four types of error according to surface strategy taxonomy, namely omission, addition, misformation, and misordering. The main instrument that the writer used in research was essay writing. The data were gained from the students' writing. In collecting the data, the writer asked the students to write their past experiences in recount form. There were 36 students that consisted 14 male and 22 female. The assignment guideline was given to the students. The topic that the writer presented about their past experiences. The writer identified the data and classified them into four types of surface strategy taxonomy that consisted of omission error, addition error, misformation error, and misordering error.

The writer checked the students' writing, the writer proved that there were 70 items (32.26%) of omission error, 52 items (23.96%) of addition error, and 95 items (43.78%) of misformation error. Furthermore, the writer did not find students' error in misordering types in writing. In this case, the writer concluded that the number of students' error in their writing had 217 items.

The writer gave some examples of apparent errors by the students in their writing.

Omission errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In this research, the students omitted a verb and to be in their writing in using simple past tense. The following data are presented by the writer that done by students:

- a. “When I elementary school, I played badminton.”. The correct sentence should be “ When I **was** elementary school, I played badminton”
- b. “The weather so hot in the beach when we took vacation”. It should be “The weather **was** so hot in the beach when we took vacation”

Addition Error

Addition errors are characterized by the presence of an item which must not appear in a well-formed. They are opposite of omission errors. The students add words in which it is not important used in the sentence. To make it is clearly, the data are represented as example of addition errors in the following.

- a. We **were to** saw view of Mutun beach. It should be We saw view of Mutun beach
- b. We would **to** swim and enjoy the beach. It should be We would **to** swim and enjoy the beach.

Misformation Error

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation error, the student supply an item although it is still incorrect. It means that misformation error occurs when structure and morpheme are formed incorrectly. Here the example of misformation error.

- a. Two day ago, I and my family went to Clara’s beach. It should be Two **days** ago, I and my family went to Clara’s beach.
- b. Our adventures were so good, although we feel tired. It should be Our adventures were so good, although we **felt** tired.

B. Discussion of finding

The research was conducted at the second year students of SMK Yadika South Lampung in the academic year of 2018/2019. The writer conducted the research since March 01, 2019 to April 01, 2019. The writer found several findings to answer the problem statements, which are (1) What are the types of error done by students on using past tense in writing recount text? (2) How is the proportion of errors done by the students in using past tense in writing recount text?

Proportion of The Four Error Types

After identifying the students' errors in using simple past tense in writing recount text by classifying them into types of error, the writer mentioned that there were 217 items that were found. The errors are classified into omission, addition, misformation, and misordering. After checking the students' writing result. It was found that there were 70 items (32.26%) of omission error, then addition error with 52 items (23.96%), and misformation error with 95 items with percentage 43.78%.

After collecting the data from the students, the errors were identified and then they were classified based on surface strategy taxonomy. They are omission, addition, misformation, and misordering. After classifying the types of errors, the frequency was determined. Below is the further discussion about the types of error made by the students.

1. Omission Error

The students omitted the word which should be placed as the well construction of the sentence. It is a kind of omission, in which omission is the kind of errors when producing written or spoken. It is characterized by the absence of an item that must appear in a well-formed utterance. It means that omission error occurs when the students did the absence of an item or more. There are 70 items out of 217 errors in the total number of the error and the percentage of omission error is 32.26% in using simple past tense in writing recount text.

The example of student error in omission of using simple past tense in their writing “*We happy because we saw beautiful view*”. It should be “*We **were** happy because we saw beautiful view*”. It is defined as the lack of sentence structure. This condition mentions the error when the absence of the use verb (be) “were”. Most students omitted the predicate in sentence. The sentence must be begun by the subject and followed by the verb or be both in the verbal or nominal sentence. Therefore, it reveals incomplete sentence composition by omitting one item or more in sentence.

2. Addition Error

The students committed many errors not only in omission error but also on addition error, for example “*A week ago, we **will** went to the beach*”. The correct sentence should be “*A week ago, we went to the beach*”. It is opposite of omission errors. In this research, there are 52 items of addition error. The students did addition errors because they supplied a form of **will** in front of item which should not appear in a well-formed utterance.

3. Misformation Error

In this research, the students made a lot of errors because they may lack of knowledge in grammar such as simple past tense, for example “*I like and enjoy this holiday*”. The correct sentence should be “*I liked and enjoyed this holiday*”. It is called as misformation. There are 43.78% misformation error who did the students in writing recount text. It causes of lack of grammar and less the attendance of teacher in class.

The Most Dominant Type of Error

In this research, the students did steps to get the data, including identifying the student’ errors by underlining the error items, classifying the error based on surface strategy taxonomy, calculating the percentage. In order to reach the intended goals, the writer was able to employ a set procedure to carry out in error analysis. With the result that, the writer found that the most dominant type of error made by the students in using simple past tense in writing recount text is misformation with 95 items (43.78%), followed by omission error with 70 items (32.26%), and the last is addition with 52 items (23.96%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research was to know the descriptions of students' error types based on surface strategy taxonomy that were produced by the second year students at SMK Yadika, South Lampung in the academic year 2018/2019. Referring to the explanations in chapter IV, the writer had made out the conclusions about students' error in using simple past tense in writing recount text.

1. The total number of errors committed by the students was 217 items that consisted of the three types.
 - a. The number of omission errors was 70 items (32.26%)
 - b. The number of addition errors was 52 items (23.96%)
 - c. The number of misformation errors was 95 items (43.78%)
2. The highest errors in students' writing were misformation, followed by omission, and misordering respectively.

B. Suggestion

Based on the finding of this research, the writer would like to give some suggestions as follows:

1. The Students

- a. The students should follow the teacher's instructions obediently and critically when they are being trained to write a text.
- b. The students should have motivation to write a composition well.
- c. The students should understand grammar, especially about basic tenses because it is so important for English students to master it totally.
- d. The students are expected to increase their understanding in mastering grammatical rules, especially using simple past tense.

2. The English Teacher

- a. The teacher should not ignore the students' error; if it is possible the gives proper correction on them using appropriate error correction strategy.
- b. Regularly practice the students expressing their idea in a writing will be beneficial to prevent of at least to minimize the errors committed in expressing their ideas in English.
- c. In teaching English related to its grammar, the teacher should give more easily understood explanation in order to make students more interested in learning English.
- d. The teacher should give more attention and sufficient writing practice regularly to the students in order to understand the text organizations by applying the rule of grammar in the logical development of the topic.

- e. The teacher should establish a remedial session for teaching simple past tense especially in using regular and irregular verb construction .

3. The Other Researchers

The further researcher is suggested to conduct another study concerning with the error analysis used to investigate and analyze the students' ability in using other grammatical rule and among various language skills. The result of this research is expected to become references used to plan the teaching material and technique.

